DOCUMENT RESUME

ED 023 972 AC 002 781

Opinions of School Superintendents on Adult Education.
National Education Association, Washington, D.C. Research Div.
Report No-PR-1964-R4
Pub Date Feb 64
Note-30p.
EDRS Price MF-$0.25 HC Not Available from EDRS.
Descriptors-Academic Education, Community Services, Curriculum, Educational Finance, *Educational Objectives, *Educational Responsibility, General Education, *Opinions, *Public School Adult Education, *School Superintendents, Special Services, Statistical Data, Surveys, Vocational Education

A survey was made (1) to obtain the opinions of school superintendents as to the responsibility for adult education, purposes of public school adult education, issues in administration, the importance of various fields of instruction and suitable means of financing and (2) to learn which school systems have adult education programs. Responses tended to affirm the need for adult education, the responsibility of public schools, multiple purposes for public school adult education, the high importance of elementary and secondary adult education, americanization and citizenship education, vocational education, and home and family life education, and the slightly lesser importance of community services and assorted programs (general, cultural, public affairs, agricultural, and health and safety education) and of improving public understanding of public school education. Opinion was about evenly divided between public funds or tuition alone and financing by a variety of sources. Over half the schools had adult education programs, largely vocational or mixed. This document is available in hardcopy from the National Education Association, 1201 Sixteenth St., N.W., Washington 20036 ($.75). (ly)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
EDO 23972
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICROFICHE REPRODUCTION ONLY.

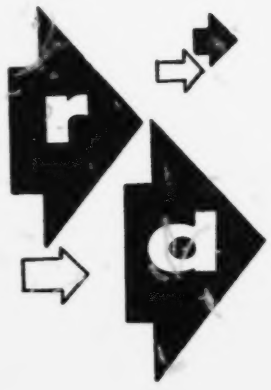
RESEARCH REPORT

Opinions of School Superintendents on Adult Education

RESEARCH DIVISION • NATIONAL EDUCATION ASSOCIATION

AU002781

PROCESS WITH MICROFICHE AND PUBLISHER'S PRICES. MICRO-FICHE REPRODUCTION ONLY.



RESEARCH REPORT 1964-R4

Opinions of School Superintendents on Adult Education

Permission to reproduce this copyrighted work has been granted to the Educational Resources Information Center (ERIC) and to the organization operating under contract with the Office to Education to reproduce documents included in the ERIC system by means of microfiche only, but this right is not conferred to any users of the microfiche received from the ERIC Document Reproduction Service. Further reproduction of any part requires permission of the copyright owner.

RESEARCH DIVISION • NATIONAL EDUCATION ASSOCIATION | February 1964

Copyright © 1964 by the
National Education Association
All Rights Reserved.

NATIONAL EDUCATION ASSOCIATION

President: ROBERT H. WYATT
Executive Secretary: WILLIAM G. CARR
Assistant Executive Secretary for
Information Services: FRANK W. HUBBARD

RESEARCH DIVISION

Director: SAM M. LAMBERT

Associate Director: HAZEL DAVIS

Assistant Directors:
RAY C. MAUL
GLEN ROBINSON
MARTHA L. WARE
JEAN M. FLANIGAN

Administrative Assistant:
VALDEANE RICE

Publications Editor:
BEATRICE CRUMP LEE

Research Associates:
FRANCES G. BRADLEY
FRIEDA S. SHAPIRO
GERTRUDE N. STIEBER

Research Assistants:
DAVID IWAMOTO
ELEANOR DONALD MALMBORG
LOIS N. WEBB
NETTIE S. SHAPIRO

Chiefs of Sections:
GRACE BRUBAKER, Information
WALLY ANNE SLITER, Typing-Production
FRANCES H. REYNOLDS, Library
SIMEON P. TAYLOR, III, Statistics

Associate and Assistant Chiefs
of Sections:
HELEN KOLODZIEY, Information
LILIAN C. YANG, Typing-Production
RICHARD E. SCOTT, Statistics

Research Report 1964-R4 — Opinions of School Superintendents on Adult Education

Project Director — VICTOR O. HORNBOSTEL, Former Assistant Director

Price of Report — Price of single copy, $.75; discounts on quantity orders: 2-9 copies, 10%; 10 or more copies, 20%. Orders amounting to $2 or less must be prepaid. Orders not accompanied by payment will be billed with shipping charges added. Make checks payable to the National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036.

Subscription Rate — One-year subscription to NEA Research Reports, $10; send inquiries to NEA Records Division.

CONTENTS

	Page
Foreword	4
I. Introduction	5
II. Summary of the Findings	6
Responsibility for Adult Education	6
Purposes of Public-School Adult Education	6
Operational Issues	6
Program	7
Finance	8
Programs Available	9
III. The Findings	10
IV. Technical Aspects of the Survey	18
Sampling Design	18
Sampling Errors	18
Use of Tables	19
Questionnaire	22

FOREWORD

This survey of the opinions of school superintendents on adult education was undertaken at the request of the NEA Division of Adult Education Service. At the beginning, two main goals were proposed for the study: (a) to obtain the opinions of superintendents on adult education; and (b) to determine the status of adult education, particularly with regard to financing.

At least three previous nationwide surveys were important to the development of the present study. In 1952, the NEA Research Division reported a survey, A Study of Urban Public School Adult Education Programs of the United States, which was also made for the NEA Division of Adult Education. In 1954, Edward B. Olds reported his study, Financing Adult Education in America's Public Schools and Community Councils, which was sponsored by the Adult Education Association of the U. S. A. Then in 1961, the U. S. Office of Education published Circular No. 660, Statistics of Public School Adult Education, 1958-59. This last report covered comprehensively the status of adult education in the public schools. With the understanding that this type of survey would be repeated by the U. S. Office of Education at intervals and that duplication of activities should be avoided, it was decided to limit the present study to questions of opinion.

Many persons were helpful to us in conducting this study. Robert A. Luke, director, and Thomas J. McLernon, assistant director of the NEA Division of Adult Education Service, provided counsel on numerous occasions. Staff members of the NEA Research Division, staff members of the U. S. Office of Education, and many leaders in adult education offered their services as needed in the various stages of the study. We are especially grateful to the superintendents of schools for their willingness to answer the questionnaire. Finally, the project was under the direction of Victor O. Hornbostel, formerly assistant director of the Research Division.

SAM M. LAMBERT
Director, Research Division

I. INTRODUCTION

As indicated in the Foreword, the purpose of this study, undertaken in April 1963, was to obtain the opinions of school superintendents on certain issues in adult education as identified from previous research and recent articles. Specific areas of the research were as follows:

Whose responsibility is adult education?

What should be the purposes of public-school adult education?

What are some of the issues in the present administration of public-school adult education?

How important are various fields of instruction in adult education and how should classes in these fields be financed?

What school systems have programs of adult education?

The findings of the study are descriptive of the estimated 12,342 public school systems that enrolled 300 or more students in the 1962-63 school year. Survey results are reported for three size groups: Large school systems, those with 25,000 or more pupils enrolled; medium school systems, those with 3,000 to 24,999 enrolled; and small school systems, those with 300 to 2,999 enrolled. Separate data are also recorded for school systems having and not having a program of adult education. School systems with fewer than 300 students enrolled were omitted from the survey because previous studies indicated that very few of them offer classes for adults.

For the reader who wants to obtain a quick overview, high lights of the study are presented in Section II. Most of these high lights present information for the total group; a few of them are for the large school systems only.

A brief study of Section III suggests at least two other possible types of summaries which were not made because the ones above appear more important. One would be a comparison of the findings for large school systems and those for small school systems; and the other a comparison of the findings for school systems that have adult education programs and the findings from school systems without programs. Also, there is an obvious high correlation of the opinions of superintendents from large school systems with opinions of superintendents from school systems that have programs.

The complete findings are presented in Section III of this Report. Six breakdowns of information are provided for each question. Also, this section includes the brief explanation that was included in the questionnaire to introduce each of the research areas. The questionnaire is reproduced in Appendix A.

Finally, a complete description of procedures and of technical aspects of the study is presented in Section IV along with tables indicating the degree of sampling variability that could be expected to occur by chance in the sample design used in this study.

II. SUMMARY OF THE FINDINGS

This section presents the high lights of the study. It should be noted that the percents may not add to 100.0 because of rounding. See Section IV for number of cases and estimates of sampling errors.

Responsibility for Adult Education

About three-fifths of all school superintendents were of the opinion that the public schools should accept major responsibility for adult education. The question as asked in the inquiry and the replies were as follows:

> Some say that the major responsibility for the adult education program should be assumed by the public schools. Do you agree?

	All systems
Agree	61.6%
Disagree	26.6
Undecided	11.8
	100.0%

This finding was supported by the answer of superintendents to the second question, in which 60.1 percent of them disagreed with the suggestion that major responsibility for adult education should be assumed by institutions other than the public schools.

Additional supporting evidence for this major finding came in the third question, where 4 of 5 superintendents rejected the opinion that the education of children could be carried on so effectively that their further education as adults would be unnecessary.

Purposes of Public-School Adult Education

Two-thirds of all superintendents were of the opinion that adult education should be directed toward fulfilling broad purposes. Their choice was made from three possible answers to this question:

> What should be the major purpose of public-school adult education?

	All systems
Multiple purposes: academic, vocational, and other	66.5%
Dual purposes: academic and vocational	22.5
Single purpose: elementary and secondary education for out-of-school youth and adults	10.9
	99.9%

Two additional questions on purposes were subordinate to the one above. In the first of these questions, 58.3 percent of the superintendents agreed that the adult education program should assist in improving public understanding of the regular school program. The question asked was:

> Some way that one of the secondary purposes of the public-school adult education program should be to work with the school administration in helping to improve public understanding of the regular elementary and secondary schools. Do you agree?

	All systems
Agree	58.3%
Disagree	26.9
Undecided	14.8
	100.0%

On the second question on secondary purposes about two-thirds of all superintendents were of the opinion that the public-school adult education program should assist other community groups with their programs:

> Some say that one of the secondary purposes of the public-school adult education program should be to help community agencies, groups, and organizations improve their educational programs through program consultation, stimulating leadership training, and other means. Do you agree?

	All systems
Agree	67.1%
Disagree	18.8
Undecided	14.1
	100.0%

Operational Issues

Several general criticisms have been made of certain of the operational aspects of public-school adult education. Three of these general criticisms formed the bases for the next group of questions. The most pronounced pattern of replies--that of disagreement with the criticisms--came from the 134 superintendents in the large school systems (25,000 or more in enrollment).

On the first issue, 65.1 percent of the superintendents of large school systems disagreed with the criticism that those who work in public-school adult education are not good members of the public education team.

Some say that those who work in public-school adult education have tended to operate as if they were not on the same team with other public-school educators. Do you agree?

	Large systems
Agree	28.7%
Disagree	65.1
Undecided	6.2
	100.0%

On the second issue, 55.0 percent of the superintendents of large school systems disagreed with the criticism that public-school adult educators devote too much attention to office matters and too little attention to developing community-wide programs:

Some say that those who work in public-school adult education have devoted too much attention to administration and office routine and have given insufficient attention to observing and planning programs of community-wide need. Do you agree?

	Large systems
Agree	32.6%
Disagree	55.0
Undecided	12.4
	100.0%

This pattern of opinion--refutation of criticism--carried through the third and last operational issue posed, in which 55.8 percent of the superintendents of large school systems disagreed with the criticism that public-school adult education has not kept pace with new and better teaching techniques. The question was:

Some say that public-school adult education has tended to persist in following traditional classroom procedures and has not kept pace with new and better teaching techniques. Do you agree?

	Large systems
Agree	40.3%
Disagree	55.8
Undecided	3.9
	100.0%

Program

Adult education includes many kinds of programs and classes. This summary section on programs is limited to 12 types as listed in the questionnaire, which cover most of the classes offered. Table 5 provides additional identification of the 12 types.

Two types of programs were regarded as very important by substantial majorities of all superintendents. About three-fourths of them thought Americanization and citizenship was very important and a little less than two-thirds placed vocational education in this category of importance.

In your opinion, how important is it to offer instruction in the following fields through the public-school adult education program?

	Americanization and citizenship (All systems)	Vocational education (All systems)
Very important	75.8%	63.2%
Important	20.4	33.2
Of little or no importance	3.8	3.6
	100.0%	100.0%

Three types of programs were regarded as very important by substantial majorities of superintendents of large school systems: 7 in 10 thought elementary-school education for adults was very important, 9 in 10 thought high-school education was very important, and 6 in 10 thought education for home and family living was very important.

	Elementary education (Large systems)	High-school education (Large systems)	Home and family living (Large systems)
Very important ...	71.3%	90.0%	62.0%
Important	21.7	9.2	35.7
Of little or no importance	7.0	0.8	2.3
	100.0%	100.0%	100.0%

Half of all superintendents were of the opinion that it was important for the public-school adult education program to include instruction in recreational skills and crafts. Two-fifths regarded program offerings in this area of little importance.

	All systems
Very important	8.5%
Important	50.1
Of little or no importance	41.3
	99.9%

About three-fifths of all superintendents were of the opinion that each of six areas was important. These fields of instruction were community services, public affairs, general education, cultural programs, agriculture, and health and safety.

	Very important (All systems	Important (All systems)	Of little or no importance (All systems)
Community services ..	25.2%	61.7%	13.1%
Public affairs	28.8	59.8	11.4
General education ...	14.4	63.4	22.2
Cultural programs ...	12.2	59.2	28.6
Agriculture	18.3	57.4	24.3
Health and safety ...	27.3	59.6	13.1

Finance

Financing by public funds alone was indicated by 62.8 percent of the superintendents of large school systems for programs in Americanization and citizenship, and by 55.1 percent of the same group for programs of elementary education for adults. These responses were part of the following question on financing the 12 different fields of instruction:

> Regardless of your answers to Question 10 [importance of offering instruction in certain fields] and assuming that classes are offered in each of the following program fields, how do you think they should be financed?

	Americanization (Large systems)	Elementary education (Large systems)
Public funds alone	62.8%	55.1%
Tuition fees alone	0.8	3.1
Combination of sources	36.4	41.7
	100.0%	99.9%

Financing by tuition alone was checked by 63.7 percent of all superintendents for programs in recreational skills, and 53.7 percent of them for cultural programs. The 47.6 percent of all superintendents who would finance general education by tuition fees alone is not significantly different from the 43.3 percent who would finance general education by a combination of sources of funds:

	General education (All systems)	Cultural programs (All systems)	Recreational skills (All systems)
Public funds alone ..	9.1%	4.9%	3.3%
Tuition fees alone ..	47.6	53.7	63.7
Combination of sources	43.3	41.4	32.9
	100.0%	100.0%	99.9%

The preferred way to finance the seven remaining fields of instruction as expressed by all superintendents is from a combination of sources. For high-school education, only 45.4 percent of the superintendents favored financing from a combination of sources. For the other six program fields, over half the superintendents specified combination financing.

	Public funds alone (All systems)	Tuition fees alone (All systems)	Combination of sources (All systems)
High-school education	34.3%	20.3%	45.4%
Community services ..	13.5	33.8	52.8
Public affairs	17.6	30.9	51.6
Home and family living	16.4	27.4	56.1
Vocational education	19.0	25.0	56.1
Agriculture	14.1	29.4	56.5
Health and safety ...	15.1	28.2	56.7

Over three-fifths of all superintendents were of the opinion that federal funds should be provided for local programs of public-school adult education. The question asked was:

> In your opinion, should federal funds be provided for local programs of adult education?

	All systems
Yes	61.6%
No	38.4
	100.0%

Of the superintendents who would favor granting federal support to public-school adult education, 78.4 percent believe programs in Americanization and citizenship should be eligible for such support. Nine of the program areas were included in a range of percents from the 78.4 percent to 46.5 percent who would make health and safety eligible. This part of the federal funds question was stated as follows:

> If federal funds are to be provided, which of the fields listed in Question 11 should be eligible for aid?

	All systems
Americanization and citizenship	78.4%
Vocational education	72.9
High-school education	54.9
Elementary-school education	52.8
Agriculture	51.4
Home and family living	50.8
Community services	49.1
Public affairs	46.6
Health and safety	46.5

Programs Available

Of the estimated 12,432 public-school systems in 1962-63 which included all those with 300 or more students, 54.2 percent have a program of adult education. This was the only fact question included and was asked as follows:

Does your school system offer an adult education program?

	All systems
Yes	54.2%
No	45.8
	100.0%

Of the superintendents who have programs, one-third classified theirs as primarily vocational and one-fifth classified theirs as a combination of academic, vocational, avocational, and recreational. They classified their programs as follows:

If Yes [offer adult education], in which of the following categories would you classify your program?

	All systems
Primarily academic	5.1%
Primarily vocational	33.0
Primarily avocational	6.3
Primarily recreational	1.4
Academic and vocational	10.1
Academic, vocational, and avocational	14.8
Academic, vocational, avocational, and recreational	20.3
Other combination	8.9
	99.9%

III. THE FINDINGS

The preceding section presented only the high lights of the findings. This section includes the instructions that were on the questionnaire, the questions themselves, and the complete findings on each question.

The purpose of this survey was to obtain the opinions of school superintendents on certain issues in adult education. It was important, therefore, that the school superintendent himself answer the questions.

For this survey adult education was defined as those organized public education programs which provide an opportunity for adults and out-of-school youth to further their education, regardless of their previous educational attainment. Vocational adult education was included in this definition. Regular full-time and summer elementary and secondary day school programs and all community college and college programs were excluded.

School superintendents were instructed to answer all questions regardless of whether or not their school systems had an adult education program.

It should be noted here that the number of cases and estimates of sampling errors for all tables are given in Section IV, and that in some tables the percents do not add to 100.0 because of rounding.

The remainder of this section consists of tables which give the school superintendents' opinions; some tables comprise opinions asked in more than one question.

TABLE 1.--OPINIONS OF SCHOOL SUPERINTENDENTS ON RESPONSIBILITY FOR ADULT EDUCATION PROGRAMS

Opinions	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Major responsibility should be assumed by the public schools						
Agree	61.6%	89.9%	70.9%	59.0%	78.9%	54.5%
Disagree	26.6	6.2	18.5	28.8	14.4	28.5
Undecided	11.8	3.9	10.5	12.2	6.7	17.0
	100.0%	100.0%	99.9%	100.0%	100.0%	100.0%
Major responsibility should be assumed by institutions other than the public schools						
Agree	26.5%	10.3%	20.3%	28.3%	15.6%	28.6%
Disagree	60.1	84.9	68.8	57.6	75.7	55.2
Undecided	13.4	4.8	10.9	14.1	8.7	16.1
	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%
Education of children and youth should be carried on so effectively that their further education as adults would be unnecessary						
Agree	14.4%	3.1%	19.6%	13.3%	10.2%	20.4%
Disagree	80.6	96.1	78.1	80.9	87.4	73.6
Undecided	5.0	0.8	2.2	5.8	2.3	6.0
	100.0%	100.0%	99.9%	100.0%	99.9%	100.0%

TABLE 2.--OPINIONS OF SCHOOL SUPERINTENDENTS ON MAJOR PURPOSE OF PUBLIC-SCHOOL ADULT EDUCATION

Major purposes	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
It should have multiple purposes: providing elementary- and secondary-school education for out-of-school youth and adults, offering them training and retraining for vocations, and offering them a broad variety of educational opportunities for all types of adult educational interests	66.5%	90.0%	74.5%	64.2%	80.3%	64.5%
It should have dual purposes: providing elementary- and secondary-school education for out-of-school youth and adults, and offering them training and retraining for vocations	22.5	7.7	18.5	23.7	14.2	24.4
It should have a single purpose: providing elementary- and secondary-school education for out-of-school youth and adults	10.9	2.3	6.9	12.0	5.5	11.2
	99.9%	100.0%	99.9%	99.9%	100.0%	100.0%

TABLE 3.--OPINIONS OF SCHOOL SUPERINTENDENTS ON SECONDARY PURPOSES OF PUBLIC-SCHOOL ADULT EDUCATION

Secondary purposes and opinions	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
One of the secondary purposes should be to work with the school administration in helping to improve public understanding of the regular elementary and secondary schools.						
Agree	58.3%	73.4%	66.1%	56.2%	67.1%	55.8%
Disagree	26.9	20.3	21.0	28.5	22.3	26.4
Undecided	14.8	6.3	12.9	15.3	10.7	17.8
	100.0%	100.0%	100.0%	100.0%	100.1%	100.0%
One of the secondary purposes should be to help community agencies, groups, and organizations improve their educational programs through program consultation, stimulating leadership training, and other means.						
Agree	67.1%	80.6%	73.5%	65.3%	77.8%	61.1%
Disagree	18.8	13.2	14.6	19.9	11.8	25.4
Undecided	14.1	6.2	11.9	14.8	10.4	13.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 4.--OPINIONS OF SCHOOL SUPERINTENDENTS ON CRITICISMS OF OPERATIONAL ASPECTS OF PUBLIC-SCHOOL ADULT EDUCATION

Criticisms and opinions	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Those who work in public-school adult education have tended to operate as if they were not on the same team with other public-school educators.						
Agree	29.6%	28.7%	29.1%	29.7%	27.0%	32.0%
Disagree	37.6	65.1	47.8	34.8	56.0	23.7
Undecided	32.8	6.2	23.1	35.5	17.1	44.3
	100.0%	100.0%	100.0%	100.0%	100.1%	100.0%
Those who work in public-school adult education have devoted too much attention to administration and office routine and have given insufficient attention to observing and planning programs of community-wide need.						
Agree	28.9%	32.6%	30.9%	28.3%	31.6%	26.0%
Disagree	33.8	55.0	43.0	31.3	46.8	27.1
Undecided	37.4	12.4	26.0	40.4	21.7	46.9
	100.1%	100.0%	99.9%	100.0%	100.1%	100.0%
Public-school adult education has tended to persist in following traditional classroom procedures and has not kept pace with new and better teaching techniques.						
Agree	37.6%	40.3%	41.1%	36.7%	39.0%	39.1%
Disagree	29.9	55.8	35.5	28.1	43.2	21.4
Undecided	32.6	3.9	23.4	35.2	17.9	39.6
	100.1%	100.0%	100.0%	100.0%	100.1%	100.1%

TABLE 5.--OPINIONS OF SCHOOL SUPERINTENDENTS ON IMPORTANCE OF OFFERING INSTRUCTION IN CERTAIN FIELDS THROUGH THE PUBLIC-SCHOOL ADULT EDUCATION PROGRAM

Fields and opinions	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Americanization and citizenship (includes English for non-English speaking adults)						
Very important	75.8%	86.2%	79.5%	74.7%	77.2%	80.5%
Important	20.4	13.1	19.0	20.9	20.3	16.9
Of little or no importance	3.8	0.8	1.5	4.4	2.5	2.6
	100.0%	100.1%	100.0%	100.0%	100.0%	100.0%

TABLE 5.--OPINIONS OF SCHOOL SUPERINTENDENTS ON IMPORTANCE OF OFFERING INSTRUCTION IN CERTAIN FIELDS THROUGH THE PUBLIC-SCHOOL ADULT EDUCATION PROGRAM (Continued)

Fields and opinions	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Elementary school						
Very important	36.4%	71.3%	44.1%	34.1%	44.9%	42.0%
Important	38.9	21.7	33.5	40.4	32.5	38.3
Of little or no importance	24.7	7.0	22.4	25.5	22.7	19.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
High school (earned diploma or recognized equivalent for graduation)						
Very important	48.6%	90.0%	57.0%	45.9%	62.3%	51.0%
Important	44.4	9.2	37.0	46.7	32.1	42.3
Of little or no importance	7.1	0.8	6.0	7.4	5.6	6.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Community services such as vocational counseling, leadership training, program planning, and special classes for public employees						
Very important	25.2%	38.8%	33.1%	23.2%	32.7%	22.3%
Important	61.7	58.1	56.8	62.9	58.7	64.2
Of little or no importance	13.1	3.1	10.2	14.0	8.6	13.5
	100.0%	100.0%	100.1%	100.1%	100.0%	100.0%
Public affairs such as groups on problems of public education, problems of local government, and basic issues in international affairs						
Very important	28.8%	30.2%	37.0%	26.8%	31.1%	30.7%
Important	59.8	62.0	52.8	61.4	58.5	57.8
Of little or no importance	11.4	7.8	10.2	11.8	10.4	11.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
General education such as literature, philosophy, and economics						
Very important	14.4%	29.1%	19.9%	12.9%	21.3%	14.1%
Important	63.4	59.8	59.6	64.3	61.5	62.0
Of little or no importance	22.2	11.0	20.6	22.8	17.2	24.0
	100.0%	99.9%	100.1%	100.0%	100.0%	100.1%
Cultural programs such as little theatre, community orchestra or chorus, and art appreciation						
Very important	12.2%	14.1%	17.9%	10.7%	14.7%	14.5%
Important	59.2	64.8	60.1	58.9	63.0	55.4
Of little or no importance	28.6	21.1	22.0	30.4	22.3	30.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 5.--OPINIONS OF SCHOOL SUPERINTENDENTS ON IMPORTANCE OF OFFERING INSTRUCTION IN CERTAIN FIELDS THROUGH THE PUBLIC-SCHOOL ADULT EDUCATION PROGRAM (Continued)

Fields and opinions	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Home and family living such as sewing classes, parent education, and home nursing						
Very important	39.7%	62.0%	44.4%	38.2%	50.3%	37.3%
Important	54.7	35.7	51.1	55.9	46.2	55.4
Of little or no importance	5.6	2.3	4.5	5.9	3.5	7.3
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Trade, vocational, including vocational retraining, and business courses such as typing, store management, and machine shop						
Very important	63.2%	85.8%	68.8%	61.5%	72.5%	62.4%
Important	33.2	13.4	27.5	34.8	25.4	32.0
Of little or no importance	3.6	0.8	3.7	3.7	2.1	5.7
	100.0%	100.0%	100.0%	100.0%	100.0%	100.1%
Recreational skills or crafts such as swimming classes, dancing classes, bridge lessons, and ceramics						
Very important	8.5%	8.6%	11.9%	7.7%	9.2%	9.8%
Important	50.1	46.1	52.4	49.6	53.8	44.6
Of little or no importance	41.3	45.3	35.7	42.6	37.0	45.6
	99.9%	100.0%	100.0%	99.9%	100.0%	100.0%
Agriculture						
Very important	18.3%	16.8%	18.1%	18.3%	20.2%	14.1%
Important	57.4	44.8	52.4	58.8	48.7	60.3
Of little or no importance	24.3	38.4	29.5	22.9	31.1	25.5
	100.0%	100.0%	100.0%	100.0%	100.0%	99.9%
Health and safety (driver education, police classes, fireman training, and nursing)						
Very important	27.3%	31.8%	30.3%	26.5%	31.4%	23.8%
Important	59.6	60.5	56.6	60.3	58.0	60.1
Of little or no importance	13.1	7.8	13.1	13.2	10.6	16.1
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 6.--OPINIONS OF SCHOOL SUPERINTENDENTS ON METHOD OF FINANCING CLASSES IN PUBLIC-SCHOOL ADULT EDUCATION PROGRAMS, IF THEY ARE OFFERED

Field of instruction and methods of financing	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Americanization and citizenship (includes English for non-English speaking adults)						
Public funds alone	39.4%	62.8%	46.5%	37.4%	46.7%	42.4%
Tuition fees alone	11.4	0.8	7.6	12.5	6.4	10.6
Combination of public funds, tuition fees, and other sources	49.2	36.4	45.8	50.2	46.9	47.0
	100.0%	100.0%	99.9%	100.1%	100.0%	100.0%
Elementary school						
Public funds alone	37.0%	55.1%	43.5%	35.2%	43.8%	39.1%
Tuition fees alone	17.9	3.1	11.2	19.8	10.3	17.8
Combination of public funds, tuition fees, and other sources	45.1	41.7	45.4	45.1	45.9	43.1
	100.0%	99.9%	100.1%	100.1%	100.0%	100.0%
High school (earned diploma or recognized equivalent for graduation)						
Public funds alone	34.3%	43.4%	35.8%	33.8%	38.5%	32.8%
Tuition fees alone	20.3	5.4	15.7	21.7	12.9	21.7
Combination of public funds, tuition fees, and other sources	45.4	51.2	48.5	44.5	48.6	45.5
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Community services such as vocational counseling, leadership training, program planning, and special classes for public employees						
Public funds alone	13.5%	19.4%	14.2%	13.2%	16.3%	10.2%
Tuition fees alone	33.8	12.4	21.9	37.0	21.8	34.5
Combination of public funds, tuition fees, and other sources	52.8	68.2	63.9	49.8	61.8	55.3
	100.1%	100.0%	100.0%	100.0%	99.9%	100.0%
Public affairs such as groups on problems of public education, problems of local government, and basic issues in international affairs						
Public funds alone	17.6%	23.3%	18.8%	17.2%	19.4%	16.2%
Tuition fees alone	30.9	20.9	22.8	33.0	24.0	32.0
Combination of public funds, tuition fees, and other sources	51.6	55.8	58.5	49.8	56.6	51.8
	100.1%	100.0%	100.1%	100.0%	100.0%	100.0%
General education such as literature, philosophy, and economics						
Public funds alone	9.1%	18.6%	9.6%	8.8%	12.0%	7.7%
Tuition fees alone	47.6	27.9	37.5	50.4	37.9	46.9
Combination of public funds, tuition fees, and other sources	43.3	53.5	52.9	40.8	50.1	45.4
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 6.--OPINIONS OF SCHOOL SUPERINTENDENTS ON METHOD OF FINANCING CLASSES IN PUBLIC-SCHOOL ADULT EDUCATION PROGRAMS, IF THEY ARE OFFERED (Continued)

Field of instruction and methods of financing	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Cultural programs such as little theatre, community orchestra or chorus, and art appreciation						
Public funds alone	4.9%	10.9%	5.1%	4.8%	6.7%	4.0%
Tuition fees alone	53.7	38.0	46.5	55.7	45.3	56.1
Combination of public funds, tuition fees, and other sources	41.4	51.2	48.4	39.6	48.0	39.9
	100.0%	100.1%	100.0%	100.1%	100.0%	100.0%
Home and family living such as sewing classes, parent education, and home nursing						
Public funds alone	16.4%	23.3%	21.8%	15.0%	20.0%	18.3%
Tuition fees alone	27.4	6.2	21.1	29.3	16.3	30.5
Combination of public funds, tuition fees, and other sources	56.1	70.5	57.1	55.7	63.8	51.3
	99.9%	100.0%	100.0%	100.0%	100.1%	100.1%
Trade, vocational, including vocational retraining, and business courses such as typing, store management, and machine shop						
Public funds alone	19.0%	25.0%	21.5%	18.2%	21.6%	19.7%
Tuition fees alone	25.0	5.5	17.8	27.0	14.9	25.8
Combination of public funds, tuition fees, and other sources	56.1	69.5	60.7	54.7	63.4	54.5
	100.1%	100.0%	100.0%	99.9%	99.9%	100.0%
Agriculture						
Public funds alone	14.1%	21.7%	18.7%	12.9%	17.9%	14.4%
Tuition fees alone	29.4	10.8	19.8	31.9	18.6	29.9
Combination of public funds, tuition fees, and other sources	56.5	67.5	61.5	55.1	63.4	55.6
	100.0%	100.0%	100.0%	99.9%	99.9%	99.9%
Recreational skills or crafts such as swimming classes, dancing classes, bridge lessons, and ceramics						
Public funds alone	3.3%	4.7%	3.3%	3.3%	2.8%	4.0%
Tuition fees alone	63.7	59.4	57.4	65.3	60.5	62.6
Combination of public funds, tuition fees, and other sources	32.9	35.9	39.3	31.4	36.7	33.3
	99.9%	100.0%	100.0%	100.0%	100.0%	99.9%
Health and safety (driver education, police classes, fireman training, and nursing)						
Public funds alone	15.1%	17.1%	18.5%	14.2%	15.9%	15.7%
Tuition fees alone	28.2	17.8	24.7	29.2	23.8	25.9
Combination of public funds, tuition fees, and other sources	56.7	65.1	56.8	56.6	60.3	58.4
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

TABLE 7.--OPINIONS OF SCHOOL SUPERINTENDENTS ON PROVISION OF FEDERAL FUNDS FOR LOCAL PROGRAMS OF PUBLIC-SCHOOL ADULT EDUCATION

Items	Percents of superintendents' opinions by systems					
	Total	Large	Medium	Small	Those with programs	Those without programs
1	2	3	4	5	6	7
Federal funds should be provided	61.6%	78.7%	67.3%	59.9%	70.1%	58.4%
Federal funds should not be provided ..	38.4	21.3	32.7	40.1	29.9	41.6
	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Eligible fields						
Americanization and citizenship	78.4%	86.5%	76.3%	78.8%	80.1%	78.3%
Elementary school	52.8	64.6	51.4	53.0	57.9	47.8
High school	54.9	60.4	49.7	56.3	56.6	50.4
Community services	49.1	44.8	47.4	49.7	50.0	42.6
Public affairs	46.6	33.3	48.6	46.4	42.7	48.7
General education	26.7	24.0	25.4	27.2	25.8	26.1
Cultural programs	23.0	20.8	20.2	23.8	22.2	20.9
Home and family living	50.8	65.6	51.4	50.3	57.3	47.8
Trade, vocation, business	72.9	87.5	79.2	70.9	83.1	65.2
Agriculture	51.4	63.5	52.0	51.0	57.6	45.2
Recreational skills	21.6	16.7	20.8	21.9	19.5	21.7
Health and safety	46.5	45.8	44.5	47.0	46.4	45.2

TABLE 8.--EXISTENCE OF PUBLIC-SCHOOL ADULT EDUCATION PROGRAMS

Items	Percents of superintendents by systems			
	Total	Large	Medium	Small
1	2	3	4	5
Have program	54.2%	99.2%	73.5%	48.6%
Do not have program	45.8	0.8	26.5	51.4
	100.0%	100.0%	100.0%	100.0%

TABLE 9.--CLASSIFICATION OF PUBLIC-SCHOOL ADULT EDUCATION PROGRAMS

Classification	Percents of superintendents by systems			
	Total	Large	Medium	Small
1	2	3	4	5
Primarily academic	5.1%	7.4%	5.7%	4.9%
Primarily vocational	33.0	6.6	21.6	38.2
Primarily avocational	6.3	0.8	4.1	7.3
Primarily recreational	1.4	0.0	1.0	1.6
Academic and vocational	10.1	25.6	9.8	9.8
Academic, vocational, and avocational	14.8	32.2	22.2	11.4
Academic, vocational, avocational, and recreational	20.3	24.0	30.4	16.3
Other combination	8.9	3.3	5.2	10.6
	99.9%	99.9%	100.0%	100.1%

IV. TECHNICAL ASPECTS OF THE SURVEY

The questionnaire used in this survey went through two preliminary drafts. Members of the staffs of the NEA Research Division and the Division of Adult Education Service were very helpful in criticizing each of the drafts. The second draft was circulated among leaders of adult education in the Washington area for criticism of the questions, and to 16 superintendents not in the actual survey of schools to test it.

The questionnaire, as finally developed, was mailed on April 2, 1963, and five follow-up communications were mailed at approximately two-week intervals, as follows:

April 16 ..... Postal card

April 30 ..... Duplicate of the original covering letter with a copy of the questionnaire

May 13 ..... Postal card

May 28 ..... A memorandum-type letter

June 14 ..... Letter

This procedure resulted in a 91.5-percent useable response rate as indicated in Table 10.

Sampling Design

Research Division sample surveys are regularly designed to give a ±.05 degree of accuracy with a confidence of 90 percent. For various surveys, all the school systems in the United States are classified into 10 strata by enrollment size or into four larger groups, also by enrollment size. For this survey of adult education, it was decided that the larger groups would be more meaningful, so all large school systems were included and from medium and small systems a sample was drawn. Very small systems (fewer than 300 students) were not sampled because the previously mentioned studies had indicated that almost none of them operate programs of adult education.

The sample requirements for the confidence limits specified for both the medium and small school systems called for 270 districts to be selected. Then the medium systems were oversampled by 5 percent and the small systems were oversampled by 10 percent to allow for nonresponse and attrition. Thus, 302 systems were selected from the total of 2,398 medium size systems and 310 were selected from the 9,895 small systems.

The Research Division's punched card listing of public school systems in the United States was used as the sampling frame from which systems were selected. Table 10 gives pertinent information about the sample design and the response rates for the three groups of systems.

Sampling Errors

In all other aspects of the study, the reader should be concerned with two types of sampling errors. The first type of sampling error is that for percentages which were

TABLE 10.--SAMPLING INFORMATION

School systems	Estimated number of systems, 1962-63	Probability of selection	Number of systems in sample	Percent of systems sampled	Net number of useable replies	Net percent of useable response	Weight to obtain total
1	2	3	4	5	6	7	8
Large--25,000 or more enrollment	139	1:1	139	100.0%	130	93.5%	1.06923
Medium--3,000 to 24,999 enrollment	2,398	1:8	302	12.6	277	91.7	8.65703
Small--300 to 2,999 enrollment	9,895	1:32	310	3.1	280	90.3	35.33928
Total	12,432	...	751	6.0%	687	91.5%	...

computed from the data obtained from the systematic random samples of the nation's school systems from each of the two enrollment groupings--medium and small. These percentages should not be thought of as a single percentage value, but rather as a range of values on either side of the percentage. Since these samples were selected by what can be assumed to be a simple random procedure, an estimate of the extent of the sampling error associated with various percentages can be obtained from Table 11. Descriptions of the appropriate use of Table 11 will be presented later.

TABLE 11.--APPROXIMATE SAMPLING ERRORS OF UNWEIGHTED PERCENTS FOR THE .95 LEVEL OF CONFIDENCE[a/]
(Expressed as percentage points)

Reported percentages	Number in subgroup			
	100	200	277	439
1	2	3	4	5
10 or 90%	6.0	4.2	3.6	2.9
20 or 80	8.0	5.6	5.8	3.8
30 or 70	9.2	6.5	5.5	4.4
40 or 60	9.8	6.9	5.9	4.7
50	10.0	7.1	6.0	4.8

a/ The sampling errors presented in this table are equal to 2 standard errors, and indicate the range in values on either side of the sample percent in which the true percent in the population may be expected, with a certainty of 95 in 100. The values in this table were computed by using a formula for an unrestricted random sample.

When the reader is comparing two percentages that have different values, for example, 74.5 percent of the superintendents in medium size school systems believing that adult education should have multiple purposes compared with 64.2 percent in the small systems, is this difference large enough to be statistically significant or could a difference this large happen by chance alone? The reader will be confronted frequently with such comparisons of two percentages and will wish to know if the difference is significant. Table 12 will assist him in deciding whether the difference between two observed percentages is significant or not. The use of the table will be explained later.

The second type of sampling error occurs for the weighted percentages for the total of the three enrollment groups. These weighted total percentages are affected by the combined sampling error of the component groups. Table 13 presents an estimate of the magnitude of the sampling error that may be associated with various weighted total percentages found in the study.

Use of Tables

Since Tables 1 through 9 show percents only, information on the number of cases in each category is needed to estimate the sampling error. These numbers were not reported with each of the tables to avoid repetition. Therefore, the number of cases to use in locating the values for sampling errors shown in Tables 11 and 12 are as follows:

200 ... For school systems that do not have programs of adult education

277 ... For medium school systems and for small school systems (280 cases but values will almost always be the same as the more rigorous test at 277 cases)

439 ... For school systems that have programs of adult education.

Column 2 in Tables 11 and 12 is provided to supply the test for confidence limits for the bottom section of Table 7 and Table 9. The value needed has to be interpolated from 100 cases and depends upon the following number of cases:

Table 7, bottom section
- Medium systems 173
- Small systems 151
- Those with programs (interpolate from test for 277) 302
- Those without programs 115

Table 9
- Medium systems 194
- Small systems 123

Table 13 provides estimates of the sampling error for the total column in Tables 1 through 10. For Tables 1 through 6, the top section of Table 7 and Table 8, the weighted total is 12,432 cases. For the bottom section of Table 7, the weighted total is 6,937 cases. For Table 9, the weighted total is 6,157 cases.

The following are brief descriptions of the appropriate use of Tables 11, 12, and 13.

Table 11 gives the approximate sampling error of the percentages reported for the samples of school systems from the medium and small enrollment groupings. As previously stated, any one of these percentages should be thought of as a range of percentage values on either side of the observed percentage. Thus, the figures shown in the body of Table 11 represent two standard errors and are the amounts in percentage points to be added or subtracted from the observed percentage to establish a band of values within which the true percentage in the population can be expected to fall with a confidence of 95 percent.

For example, suppose the reader wishes to know how close the 44.1 percent shown (Table 5) for superintendents from medium school systems who believe it is "very important" to offer a program of elementary education for adults,

TABLE 12.--APPROXIMATE SAMPLING ERROR OF DIFFERENCES BETWEEN UNWEIGHTED PERCENT FOR THE .95 LEVEL OF CONFIDENCE[a/]

(Expressed as percentage points)

Number in subgroup	Number in subgroup			
	100	200	277	439
1	2	3	4	5
For percentages near 10% or near 90%				
100	8.5	6.0	5.6	5.1
200	7.3	5.6	5.1	4.6
277	7.0	5.5	5.1	4.6
439	6.6	5.1	4.6	4.0
For percentages near 20% or near 80%				
100	11.3	8.0	7.4	6.8
200	9.8	7.4	6.8	6.1
277	9.3	7.4	6.8	6.1
439	8.9	6.8	6.1	5.4
For percentages near 30% or near 70%				
100	13.0	9.1	8.5	7.8
200	11.2	8.5	7.8	7.0
277	10.7	8.5	7.8	7.0
439	10.2	7.8	7.0	6.2
For percentages near 40% or near 60%				
100	13.9	9.8	9.1	8.3
200	12.0	9.1	8.3	7.5
277	11.4	9.1	8.3	7.5
439	10.9	8.3	7.5	6.6
For percentages near 50%				
100	14.1	10.0	9.3	8.5
200	12.2	9.3	8.5	7.6
277	11.7	9.2	8.5	7.6
439	11.1	8.5	7.7	6.7

a/ The values in this table are the differences required for two percentages from two different subgroupings in the study to be significantly different at the 95-percent level of confidence (2 standard errors). The values in this table were computed by using a formula for an unrestricted random sample.

is to the true percentage in the total population of school systems of this size. Since 44.1 percent is nearer 40 than any other percent shown in column 1 of Table 11, we enter the row labeled "40 or 60." There are 277 replies to the questionnaire from the medium size group, so we enter the column headed 277 and see that the table value is 5.9 percentage points. We subtract 5.9 from and add it to 44.1 percent to obtain the range of values, 38.2 to 50.0 percent. This range is termed the .95 confidence interval. It means that we can be 95-percent confident that the true percentage of superintendents in the medium size school system who believe that it is "very important" to offer a program of elementary education for adults is between 38.2 and 50.0 percent.

Table 12 provides the reader with an estimate of whether or not an observed difference between two percentages, such as those between the medium and small groups for a particular characteristic, is statistically significant at the 95-percent level of confidence.

Suppose the reader wishes to know if the 59.9 percent of superintendents in small school systems who believed that federal funds should be provided for local programs of public school adult education (see Table 7) was significantly lower than the 67.3 percent of the superintendents in medium size systems who held a similar opinion. The difference is 7.4 percentage points. To answer this question, the reader would consult Table 12.

It should be noted that Table 12 has five subsections, each labeled with two percentage values for which it is applicable. Since 59.9 and 67.3 percent are nearer 60 percent than any other percentage shown in the subsection headings, we use the subsection headed "For percentages near 40 percent or near 60 percent." The 59.9 percent is based upon 280 returns in the small group, so we enter the third row labeled 277 which is the closest to 280. The 67.3 is based upon 277 replies from the medium size group so we enter column 4 headed 277. From the body we read 8.3 percentage points. Our table value tells us that for two percentages to be significantly different at the .95 level of confidence, their difference must be at least 8.3 percentage points. Since the difference we are interested in is only 7.4 percentage points, we must conclude that the difference in opinion between the two groups of superintendents is not statistically significant at the .95 level of confidence. This means that a difference as large as the one found could have happened by chance alone at least 1 in 20 times.

To give another illustration of the use of Table 12, let us consider the 78.9 percent of the superintendents of systems having programs of adult education who believed that the major responsibility for the adult education program should be assumed by the public schools (see Table 1), while only 54.5 percent of the superintendents of systems not having programs held similar opinions. Is this difference of 24.4 percentage points large enough to be meaningful or significant at the .95 level of confidence?

Since the two percentages are far apart, and since one is near 50 percent we will choose the subsection of Table 12 headed "For percentages near 50 percent." We do this to be on the safe

TABLE 13.--CONFIDENCE LIMITS FOR WEIGHTED PERCENTAGES[a/]
(Expressed as percentage points)

Obtained percents	Maximum distances in percentage points to confidence limits from observed percentages (2 standard errors)
1	2
A. For weighted percentages shown in column 2 of Tables 1 through 6	
0% to 5%	2.2
5 to 15	3.5
15 to 25	4.2
25 to 35	4.6
35 to 45	4.8
45 to 55	4.8
55 to 65	4.8
65 to 75	4.6
75 to 85	4.2
85 to 95	3.5
95 to 100	2.2
N = 12,432	
B. For weighted percentages shown in column 2 of the bottom section of Table 7	
0% to 5%	...
5 to 15	...
15 to 25	5.4
25 to 35	5.7
35 to 45	...
45 to 55	6.4
55 to 65	...
65 to 75	5.7
75 to 85	5.4
85 to 95	...
95 to 100	...
N = 6,937	
C. For weighted percentages shown in column 2 of Table 9	
0% to 5%	1.6
5 to 15	4.3
15 to 25	4.9
25 to 35	6.3
35 to 45	...
45 to 55	...
55 to 65	...
65 to 75	6.3
75 to 85	4.9
85 to 95	4.3
95 to 100	1.6
N = 6,157	

a/ The figures in this table indicate the maximum range of values (in percentage points) on either side of the weighted sample percent in which the true percent in the population may be expected to lie 95 times in 100. The values in this table were obtained by using a formula appropriate for computing the combined weighted variance of unrestricted random samples selected disproportionately within various strata groupings. The standard error for all weighted percentages in the study within the ranges shown in column 1 were computed. The largest standard error percentages within each range were then multiplied by 2 to obtain the .95 probability level. Column 2 contains this value in percentage points.

side since the table values are at their maximum size at 50 percent and decrease in magnitude as the percentages go both toward 0 and toward 100 percents.

There are 302 school systems having adult education programs represented in the sample and 115 without. Therefore, we enter the row headed 277, and the column headed 100, which are the closest. In the body of the table, we read 11.1 percentage points. Since the difference between the two percentages is 24.4 percentage points, we can say with at least 95-percent confidence that a difference this large could not have happened by chance, and that it is thus statistically significant.

Table 13 provides estimates of the sampling error for the totals column in Tables 1-9. As pointed out previously these are weighted totals which have been computed by combining the weighted data for the three component groupings of school systems--large, medium, and small. The sampling error for the total percentage is affected by the magnitude of the various percentages, the size of the population, and the sample size for each of the component groups, and so an estimate of the sampling error associated with a particular weighted percentage appearing in the totals column must be made. This calculation was made for every weighted percentage shown in this study.

Because of the amount of space involved in reporting these sampling error estimates for different weighted percentages, it was considered desirable to group certain percentages together and select the largest standard error found for any percentage in the group and double it. This value was selected as the maximum estimate of the sampling error that the reader could expect to find for any weighted percentage within that range which might be encountered in the report. These percentage ranges and their accompanying maximum sampling errors are shown in Table 13.

The table may be used as follows. Suppose the reader wishes to know the sampling error associated with the 47.6 percent of the superintendents who were of the opinion that adult education classes in general education such as literature, philosophy, and economics should be financed from tuition fees alone. Table 13 has three parts because three separate weighted totals apply as indicated. Since this percentage comes from Table 6 we use Part A.

We enter row 6, headed "45 to 55" percent, and read 4.8 in the table. This means that the maximum sampling error at the .95 level of confidence found for any weighted percentage between 45 and 55 percent in the study was 4.8 percentage points. Therefore, the .95 confidence interval is no greater than 47.6 ± 4.8.

QUESTIONNAIRE

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 Sixteenth Street, Northwest, Washington 6, D. C.

Research Division April 1963

OPINIONS OF SCHOOL SUPERINTENDENTS ON ADULT EDUCATION

Explanation--The purpose of this survey is to obtain the opinions of school superintendents on certain issues in adult education. It is important, therefore, that the school superintendent himself answer the questions. All replies will be held in confidence. No individual school system or school superintendent will be identified in the reports.

For this survey adult education is defined as those organized public educational programs which provide an opportunity for adults and out-of-school youth to further their education, regardless of their previous educational attainment. Vocational adult education is included in this definition. Regular full-time and summer elementary and secondary day school programs and all community college and college programs are excluded.

Please answer all questions regardless of whether or not your school system has an adult education program.

Responsibility for Adult Education

Educators are expressing widespread concern over adult education today. While the concern is almost universal, opinion about which institution has major responsibility for action varies widely. Some say that public schools have major responsibility for adult education and others would assign responsibility to other institutions. A third position is that it should be possible to educate youth so well that further continuing education would not be required or at least would recede as a major problem. The first three questions are on this concern about the importance of and responsibility for adult education. Please check one answer for each question.

1. Some say that the major responsibility for the adult education program should be assumed by the public schools. Do you agree?

   ☐ Agree
   ☐ Disagree
   ☐ Undecided

2. Some say that the major responsibility for adult education should be assumed by institutions other than the public schools. Do you agree?

   ☐ Agree
   ☐ Disagree
   ☐ Undecided

3. Some say that the education of children and youth should be carried on so effectively that their further education as adults would be unnecessary. Do you agree?

☐ Agree
☐ Disagree
☐ Undecided

Purposes of Public-School Adult Education

In addition to discussion about placement of responsibility for adult education, current concern includes the question of adult education goals. The discussion centers on whether adult education should be directed toward fulfilling broad purposes or should its major goals be more limited. Besides these questions of major direction, certain secondary purposes are of concern. The next three questions are on these purposes of adult education. Please check one answer for each question.

4. What should be the major purpose of public-school adult education? (Check ONE.)

☐ Public-school adult education should have <u>multiple purposes</u>: that of providing elementary- and secondary-school education for out-of-school youth and adults, that of offering them training and retraining for vocations, and that of offering them a broad variety of educational opportunities for all types of adult educational interests.

☐ Public-school adult education should have <u>dual purposes</u>: that of providing elementary- and secondary-school education for out-of-school youth and adults, and that of offering them training and retraining for vocations.

☐ Public-school adult education should have a single purpose: that of providing <u>elementary- and secondary-school education</u> for out-of-school youth and adults.

5. Some say that one of the secondary purposes of the public-school adult education program should be to work with the school administration in helping to improve public understanding of the regular elementary and secondary schools. Do you agree?

☐ Agree
☐ Disagree
☐ Undecided

6. Some say that one of the secondary purposes of the public-school adult education program should be to help community agencies, groups, and organizations improve their educational programs through program consultation, stimulating leadership training, and other means. Do you agree?

☐ Agree
☐ Disagree
☐ Undecided

Operational Issues

Several general criticisms have been made of certain of the operational aspects of public-school adult education. The next three questions cover these issues. Please check one answer for each question.

7. Some say that those who work in public-school adult education have tended to operate as if they were not on the same team with other public-school educators. Do you agree?

☐ Agree
☐ Disagree
☐ Undecided

8. Some say that those who work in public-school adult education have devoted too much attention to administration and office routine and have given insufficient attention to observing and planning programs of community-wide need. Do you agree?

☐ Agree
☐ Disagree
☐ Undecided

9. Some say that public-school adult education has tended to persist in following traditional classroom procedures and has not kept pace with new and better teaching techniques. Do you agree?

☐ Agree
☐ Disagree
☐ Undecided

Program and Finance

Many different kinds of programs and classes are offered for adults. For the next three questions the many possible kinds of programs are grouped into a reasonable number of fields and answers are sought on the importance of offering instruction in each of the fields and how such offerings should be financed. Please follow the specific instructions included in each of these questions for marking your answer.

10. In your opinion, how <u>important</u> is it to offer instruction in the following fields through the public-school adult education program?

Field of instruction	Priority of importance (Check ONE for each field.) Very important	Important	Of little or no importance
a. Americanization and citizenship (includes English for non-English speaking adults)	☐	☐	☐
b. Elementary school	☐	☐	☐
c. High school (earned diploma or recognized equivalent for graduation)	☐	☐	☐
d. Community services such as vocational counseling, leadership training, program planning, special classes for public employees	☐	☐	☐
e. Public affairs such as groups on problems of public education, problems of local government, basic issues in international affairs	☐	☐	☐
f. General education such as literature, philosophy, economics	☐	☐	☐
g. Cultural programs such as little theatre, community orchestra or chorus, art appreciation	☐	☐	☐
h. Home and family living such as sewing classes, parent education, home nursing	☐	☐	☐
i. Trade, vocational, including vocational retraining, and business courses, such as typing, store management, machine shop	☐	☐	☐
j. Recreational skills or crafts such as swimming classes, dancing classes, bridge lessons, ceramics	☐	☐	☐
k. Agriculture	☐	☐	☐
l. Health and safety (driver education, police classes, firemen training, nursing)	☐	☐	☐
m. Other (please specify) _____	☐	☐	☐

11. Regardless of your answers to Question 10 and assuming that classes are offered in each of the following program fields, how do you think they should be financed? (Check ONE for each field.)

Field of instruction	Finance from: Public funds alone	Tuition fees alone	Combination of public funds, tuition fees, and other sources
a. Americanization and citizenship (includes English for non-English speaking adults ..	☐	☐	☐
b. Elementary school	☐	☐	☐
c. High school (earned diploma or recognized equivalent for graduation)	☐	☐	☐
d. Community service such as vocational counseling, leadership training, program planning, special classes for public employees	☐	☐	☐
e. Public affairs such as groups on problems of public education, problems of local government, basic issues in international affairs	☐	☐	☐
f. General education such as literature, philosophy, economics	☐	☐	☐
g. Cultural programs such as little theatre, community orchestra or chorus, art appreciation	☐	☐	☐
h. Home and family living such as sewing classes, parent education, home nursing	☐	☐	☐
i. Trade, vocational, including vocational retraining, and business courses, such as typing, store management, machine shop	☐	☐	☐
j. Agriculture	☐	☐	☐
k. Recreational skills or crafts such as swimming classes, dancing classes, bridge lessons, ceramics	☐	☐	☐
l. Health and safety (driver education, police classes, firemen training, nursing	☐	☐	☐
m. Other (please specify) _____	☐	☐	☐

12. In your opinion, should federal funds be provided for local programs of public-school adult education.

☐ Yes
☐ No

If Yes, which of the fields listed in Question 11 should be eligible for federal aid? (Circle the letter for each field you think should be eligible for federal funds.)

a b c d e f g h i j k l m

Programs Available

13. Does your school system offer an adult education program?

☐ Yes
☐ No

If Yes, in which of the following categories would you classify your program? (Check ONE.)

☐ Primarily academic
☐ Primarily vocational
☐ Primarily avocational
☐ Primarily recreational
☐ Academic and vocational
☐ Academic, vocational, and avocational
☐ Academic, vocational, avocational, and recreational
☐ Other combination

Please return to the
NEA Research Division
1201 Sixteenth Street, N. W.
Washington 6, D. C.

RESEARCH REPORTS

1961-R3 Why Have Merit Plans for Teachers' Salaries Been Abandoned? March 1961. 51 p. 75¢. #435-13008.

1961-R10 Administrative Practices in Urban School Districts, 1958-59. May 1961. 73 p. 75¢. #435-13022.

1961-R16 Statistics of Retirement Systems To Which Teachers Belong. October 1961. 59 p. 50¢. #435-13034.

1962-R10 Class Size in Urban Elementary Schools, 1962. October 1962. 25 p. 75¢. #435-13078.

1962-R11 Classroom Teacher Salary Schedules, 1962-63, Districts Having 6,000 or More Pupils. October 1962. 112 p. $2.25. #435-13082.

1962-R12 State Minimum-Salary Laws and Goal Schedules for Teachers, 1962-63. November 1962. 45 p. 75¢. #435-13084.

1963-R3 Teacher Supply and Demand in Universities, Colleges, and Junior Colleges, 1961-62 and 1962-63. June 1963. 86 p. $2. #435-13106.

1963-R4 Teacher Supply and Demand in Public Schools, 1963. May 1963. 52 p. $1. #435-13108.

1963-R5 The Teacher's Day in Court: Review of 1962. May 1963. 53 p. $1. #435-13110.

1963-R7 Twenty-First Biennial Salary Survey of Public-School Employees, 1962-63:

Part A Summary Data for All School Systems. July 1963. 43 p. $1. #435-13124.

Part B Classroom Teachers, Principals, and Other Building Supervisors, by Individual Systems with Enrollments of 12,000 or More. May 1963. 76 p. $1.75. #435-13114.

Part C Central-Office Administrators, by Individual Systems with Enrollments of 12,000 or More. June 1963. 90 p. $2. #435-13122.

1963-R8 Statistics of Large School Systems, 1961-62. August 1963. 52 p. $1. #435-13132.

1963-R9 Economic Status of Teachers in 1962-63. August 1963. 35 p. 75¢. #435-13134.

1963-R10 High Spots in State School Legislation, January 1-August 1, 1963. October 1963. 85 p. $2. #435-13138.

1963-R11 Classroom Teacher Salary Schedules, 1963-64, Systems Having 3,000 or More Pupils:

Part A Systems with Enrollments of 6,000 or More and Selected Suburban Systems. November 1963. 135 p. $3. #435-13142.

Part B Systems with Enrollments of 3,000 to 5,999. November 1963. 105 p. $2.50. #435-13144.

1963-R12 Estimates of School Statistics, 1963-64. December 1963. 32 p. $1. #435-13146.

1963-R13 Personnel Administration in Urban School Districts, 1961-62. December 1963. 113 p. $2.25. #435-13148

1964-R1 Rankings of the States, 1964. January 1964. 57 p. $1.25. #435-13150.

1964-R2 Maximum Salaries Scheduled for Administrators, 1963-64, School Systems Having 6,000 or More Pupils. January 1964. 95 p. $2. #435-13152.

1964-R3 Salaries Paid and Salary Practices in Universities, Colleges, and Junior Colleges, 1963-64. February 1964. 60 p. $1.25. #435-13154.

1964-R4 Opinions of School Superintendents on Adult Education. February 1964. 27 p. 75¢. #435-13162

RESEARCH MONOGRAPHS

1962-M1 The Public-School Personnel Administrator. February 1962. 80 p. 75¢. #435-13054.

1962-M2 Kindergarten Practices, 1961. April 1962. 36 p. 50¢. #435-12902.

1963-M1 Small High Schools, 1960-61. June 1963. 119 p. $2.25. #434-13116.

1963-M2 The American Public-School Teacher, 1960-61. April 1963. 112 p. $2.25. #434-13094.

1963-M3 Music and Art in the Public Schools. August 1963. 88 p. $1.50. #434-13120.